

[NJSLA Grade 9-10](#)

Marking Period	Unit Title	Recommended Instructional Days
1	Introduction to Morality and Justice	45 days
<p><b>Reading Literature Text Strand:</b></p> <p><i>Progress Indicators for Reading Literature Key Ideas and Details</i>            RL.9-10.1.            RL.9-10.2.            RL.9-10.3.  <i>Craft and Structure</i>            RL.9-10.4.            RL.9-10.5.            RL.9-10.6.  <i>Integration of Knowledge and Ideas</i>            RL.9-10.7.            RL.9-10.8.            RL.9-10.9.  <i>Range of Reading and Level of Text Complexity</i>            RI.9-10.10.</p>	<p><b>Reading Informational Text Strand:</b></p> <p><i>Progress Indicators Informational Text Key Ideas and Details</i>            RI.9-10.1.            RI.9-10.2.            RI.9-10.3.  <i>Craft and Structure</i>            RI.9-10.4.            RI.9-10.5.            RI.9-10.6.            RI.9-10.7.            RI.9-10.8.            RI.9-10.9.  <i>Range of Reading and Level of Text Complexity</i>            RI.9-10.10.</p>	<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit</b></p>
<p><b>Companion Standards Subject:</b></p>	<p><b>Writing Strand:</b></p>	
<p><i>Progress Indicator:</i>  <i>Key Ideas and Details</i>            RH.9-10.1.            RH.9-10.2.            RH.9-10.3.  <i>Craft and Structure</i>            RH.9-10.4.            RH.9-10.5.            RH.0-10.6.</p>	<p><i>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p> <p><i>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</i></p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>• What connection is there between ethics/morality and the law?</li> <li>• What is the purpose of the government?</li> <li>• What is a citizen's role in government?</li> <li>• Is it the government's job to provide justice? If not, whose job is it?</li> <li>• How can citizens gain justice when a government is corrupt/fails its people?</li> <li>• What is a social contract? Is it beneficial to society?</li> <li>• Do people work together for mutual benefit, or their own?</li> <li>• Why do good people do bad things?</li> </ul>

<p><i>Integration of Knowledge and Ideas</i> RH.9-10.7. RH.9-10.8 RH.9-10.9. <i>Range of Reading and Level of Text Complexity</i> RH.9-10.10.</p>	<p><i>selection, organization, and analysis of content.</i></p> <p><i>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</i></p> <p><i>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</i></p> <p><i>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</i></p> <p><i>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the</i></p>	<p><b><u>Learning Targets:</u></b> <i>Students will know</i></p> <ul style="list-style-type: none"><li>● Text-specific vocabulary and literary devices</li><li>● How ethics shape the law</li><li>● A citizen's role in government</li><li>● What a social contract is</li><li>● The purpose of government</li><li>● How/why laws are formed and why they are necessary</li></ul> <p><i>Students will be able to</i></p> <ul style="list-style-type: none"><li>● Use text-specific vocabulary and literary devices</li><li>● Connect specific laws in texts and real life to their moral or common need foundations</li><li>● Understand the role of government in a citizen's life</li><li>● Understand a citizen's duty in government</li><li>● Examine the ethics of punishments for crimes</li><li>● Discuss methods for combatting ineffective/corrupt governments</li></ul> <p><b><u>Unit Enduring Understanding:</u></b></p> <ul style="list-style-type: none"><li>● Ethics/morals and common needs are the reason for many laws.</li><li>● The government and its people have a role to play with each other and a responsibility to each other.</li><li>● A social contract is designed for the benefit of the group, but may restrict some rights in order to preserve others.</li><li>● Power is necessary for an effective government, but too much power can corrupt that government.</li><li>● Government and the laws created by government should be designed to foster equality and justice, but when they do not, is the duty of the citizens to fight against the corruption/failures</li></ul> <p><b><u>Anchor Text(s):</u></b> <i>Lord of the Flies by William Golding (Level A and Level B)</i></p>
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	<p><i>inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i></p> <p><i>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</i></p> <p><i>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</i></p> <p><i>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i></p>	<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>● Activate/Build Prior Knowledge             <ul style="list-style-type: none"> <li>○ Pre-reading research activity related to historical background information and setting.</li> <li>○ Anticipation guide questions</li> </ul> </li> <li>● In-text annotations and close-reading activities (pulling passages from the text)</li> <li>● Characterization activities             <ul style="list-style-type: none"> <li>○ Direct/Indirect characterization activities related to Jack, Ralph, and Simon</li> <li>○ Graphic organizers related to character motivations.</li> </ul> </li> <li>● Discussion questions for assigned chapters</li> <li>● Discuss symbolism and how Golding portrays both characters and objects as symbols throughout the novel.</li> <li>● Close Reading Activities related to important passages</li> <li>● Vocabulary in context activities using context clues and assigned passages</li> <li>● Discuss the setting by having students create a visual representation of the island in <i>Lord of the Flies</i>.</li> <li>● After chapter 4, discuss the theme of identity and why people wear masks. Read the informational text article “Online Identity” and make connections to today’s society.             <ul style="list-style-type: none"> <li>● Small and large group discussions about key topics and themes.</li> <li>● Critically read and analyze literature for the way events in a character or person’s life influences his/her point of view.</li> <li>● Direct instruction about pertinent historical background necessary to the selected texts.</li> <li>● Reading and discussing literature together in order to practice reading strategies such as making connections (think aloud, guided reading and independent reading)</li> <li>● Independent reading (sustained silent reading at the beginning or end of class period)</li> <li>● Note taking for specific purposes</li> <li>● Flipped lessons on Blendspace, EdPuzzle, Google Sites, and other various online platforms</li> <li>● Discuss and identify the themes of civilization vs. savagery, loss of innocence and government in the novel.</li> </ul> </li> </ul>
<p><b>Speaking and Listening Strand:</b></p>	<p><b>Language Strand:</b></p>	
<p><i>Progress Indicators for Speaking and Listening</i> <i>Comprehension and Collaboration</i> <i>SL.9-10.1.</i> <i>SL.9-10.2.</i></p>	<p><i>Progress Indicators for Language</i> <i>L.9-10.1</i> <i>L.9-10.2</i> <i>L.9-10.3</i> <i>L.9-10.4</i></p>	

<p><i>SL.9-10.3.</i> <i>Presentation of Knowledge and Ideas</i> <i>SL.9-10.4.</i> <i>SL.9-10.5.</i> <i>SL.9-10.6.</i></p>	<p><i>L.9-10.5</i> <i>L.9-10.6</i></p>	<ul style="list-style-type: none"> <li>● Identify different types of conflict by having students make claims and cite textual evidence.</li> </ul> <p><b><u>Writing Activities:</u></b></p> <ul style="list-style-type: none"> <li>● Research Simulation Task - Students will analyze an informational topic through several articles or multimedia stimuli. Students will read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.             <ul style="list-style-type: none"> <li>○ Suggested Task: Have students complete a Research Simulation Task related to Morality and the question of why good people do bad things? Pair <i>Lord of the Flies</i> with informational text articles related to morality.</li> </ul> </li> <li>● Narrative Writing Task - Students will work with one main literary text. Students will read the text, answer questions, and write a narrative response that draws on the text.             <ul style="list-style-type: none"> <li>○ Suggested Task: Have students pretend that they are Piggy and write a journal entry depicting the struggles of the island.</li> <li>○ Suggested Task: Have students write a story about one of the main characters in their life before landing on the island. Students should use imagery, dialogue and figurative language.</li> <li>○ Suggested Task: Extend the ending, change the ending, write from a different character's POV from any of the texts in the unit.</li> <li>○ Suggested Task: Have students create a Bill of Rights/Constitution for <i>Lord of the Flies</i> and understand/explain the value of the document they created</li> </ul> </li> <li>● Literary Analysis - Students will analyze two texts that include some commonality. Students will read the text, answer questions, and write an analysis of the texts based on their commonalities.             <ul style="list-style-type: none"> <li>○ Suggested Task: Compare/Contrast Jack and Ralph's leadership styles in <i>Lord of the Flies</i>. Have students show that Jack's style is more totalitarian and Ralph's style is more democratic.</li> </ul> </li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>● Self- Awareness</li> <li>● Self- Management</li> <li>● Social Awareness</li> <li>● Responsible Decision-Making</li> <li>● Relationship Skills</li> </ul>	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize one's personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><u>Self-Management</u></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul> <p><u>Social Awareness</u></p>	

	<ul style="list-style-type: none"><li>● Recognize and identify the thoughts, feelings, and perspectives of others</li><li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul> <p><u>Responsible Decision-Making</u></p> <ul style="list-style-type: none"><li>● Develop, implement, and model effective problem-solving and critical thinking skills</li><li>● Identify the consequences associated with one's actions in order to make constructive choices</li><li>● Evaluate personal, ethical, safety, and civic impact of decisions</li></ul> <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"><li>● Establish and maintain healthy relationships</li><li>● Utilize positive communication and social skills to interact effectively with others</li><li>● Identify ways to resist inappropriate social pressure</li><li>● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li></ul>	<ul style="list-style-type: none"><li>○ Suggested Task: Discuss Golding's extensive use of imagery by pairing with the poem "Fall" by Mary Oliver. Students will closely read a passage from <i>Lord of the Flies</i> and analyze the use of imagery in Oliver's poem.</li></ul> <p><b><i>Supplementary Texts for The Lord of the Flies:</i></b></p> <ul style="list-style-type: none"><li>● "The Social Contract" by Jean Jacque Rousseau</li><li>● "Fall" by Mary Oliver (poem) (<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>)</li><li>● "In 'Lord of the Flies' Remake, Girls Survive Instead" (article) (<b>Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a</b>)</li><li>● "Gender Stereotypes are Learned at a Young Age, Global Study says" (informational text article) (<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>)</li><li>● <i>Lord of the Flies</i> motion picture</li><li>● "What Makes Good People do Bad Things" (informational text-Commonlit)</li><li>● "The Lottery" (short story)</li><li>● "The Stanford Prison Experiment" (informational text article on Commonlit)</li><li>● "The 1972 Andes Flight Disaster" (informational text article on Commonlit)</li><li>● "The Madness of Humanity: Tribalism" (informational text article on Commonlit) (<b>Holocaust Law: N.J.S.A. 18A:35-28</b>)</li><li>● "The Tipping Point" by Malcolm Gladwell (Commonlit)</li><li>● "Online Identity" (informational text article on Commonlit)</li><li>● "People and the Environment" (text set on Commonlit) (<b>Standards in Action: Climate Change</b>)</li><li>● "We Wear the Mask" by Paul Laurence Dunbar (poem) (<b>Amistad Law: N.J.S.A. 18A 52:16A-88</b>)</li></ul> <p><b><i>Independent Reading Texts:</i></b> Student selected book of choice</p>
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	<ul style="list-style-type: none"> <li>Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	<p><b>Interdisciplinary Connections: Content: NJSLS:</b></p> <ul style="list-style-type: none"> <li>Suggested Visual and Performing Arts Resources for Content- Area Integration <ul style="list-style-type: none"> <li>Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> <li>Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</li> </ul> </li> <li>Suggested Science Resources for Content-Area Integration <ul style="list-style-type: none"> <li>HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</li> </ul> </li> <li>Suggested Math Resources for Content-Area Integration <ul style="list-style-type: none"> <li>MP.2 Reason abstractly and quantitatively. (HS-LS4-1)</li> </ul> </li> <li>Suggested Social Studies Resources for Content-Area Integration <ul style="list-style-type: none"> <li>-6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</li> </ul> </li> </ul>
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Close readings of textual excerpts in order to practice reading strategies, conduct guided reading or analyze the text for literary elements.</li> <li>Graphic organizers for analyzing themes, rhetorical devices and other unit specific items over extended periods of time and collecting information for essays.</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Ongoing assessments based on standards addressed</li> <li>Grade 10 Diagnostic and District Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Text-based tests and assessments</li> </ul>	

<ul style="list-style-type: none"> <li>Literary Devices: Analyze in a particular text a variety of literary devices and compile evidence of understanding into a displayable folder or Google Doc.</li> <li>Vocabulary-Examine passages from the text and have students use context clues to identify the meaning of words.</li> <li>Use Padlet or Schoology discussion boards to formulate class discussions</li> <li>Reader Response Journal or Reading Logs</li> <li>Reading Comprehension Quizzes</li> <li>Class-run debates</li> <li>Class discussions using various online resources</li> <li>Prose-constructed responses</li> <li>Alternative Assessments (projects, student portfolios)</li> </ul>		<ul style="list-style-type: none"> <li>Group projects</li> <li>Multimedia presentations</li> <li>Research Simulation Task Essays, Narrative Writing, and Literary Analysis Essays</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>Print version of the text</li> </ul>	<ul style="list-style-type: none"> <li>Modified Version of Texts</li> <li>Audio of Text</li> </ul>	<ul style="list-style-type: none"> <li>Spanish language version of the text (when available)</li> </ul>	<ul style="list-style-type: none"> <li>Group and individual presentations of chapters, connections to popular culture, reflective journals, blogs, poetry</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>Schoology</li> <li>Google Chrome</li> <li>Google Drive</li> <li>Google Sites</li> <li>Smartboard</li> <li>Newsela</li> <li>CommonLit</li> <li>Khan Academy</li> <li>Vocabulary.com</li> <li>Quizlet</li> </ul>			

- Blendspace
- Padlet
- PearDeck
- NoRedInk
- EdPuzzle
- New York Times Learning Network
- TedEd
- IXL

**Other:**

- Books, Whiteboard, Document Camera, notebooks

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● <i>Lord of the Flies</i> by William Golding</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Vocabulary:</b> Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Dissect sentences together. <b>Reading:</b> Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups. <b>Review Prompt and Rubric:</b> Work directly with students as a group to review prompts and rubrics. <b>Prewriting:</b> Work directly with students to begin planning their responses. Project a graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Linguistics:</b> Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students' native languages into English. Review vocabulary words and parts of speech in figuring out meaning.</li> <li>● <b>Grammar Transfers:</b> Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities. Use of IXL.</li> <li>● <b>Cognates:</b> Cognate strategy instruction helps students whose first language shares cognates with English draw on their first</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Presentation Strategies:</b> Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation. Provide opportunities for student driven instruction.</li> <li>● <b>Organizational/Behavioral Strategies:</b> Establish a timeline for long-range projects</li> <li>● <b>Motivational Strategies:</b> Provide fewer drill and practice activities when material is learned. Give students choices of activities in learning the content. Allow the student to 'buy' time for self-directed activities after material is learned.</li> </ul>



	<p>or outline and complete as a group. <b>Discussion:</b> Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</p>	<p>language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language.</p>	<ul style="list-style-type: none"> <li>● <b>Assessment Strategies:</b> Give a pretest to allow the student to demonstrate mastery. Provide self-checking materials. Provide tests at a higher level of thinking.</li> <li>● <b>Environmental Strategies:</b> Arrange for a mentor to work with the student in the interest area. Cluster group gifted/talented students by areas of strength in the classroom. Allow independent use of library.</li> </ul>
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<p>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</p>	<p><b>Disciplinary Concept:</b></p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> <li>● Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</li> <li>● Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</li> <li>● In order for members of our society to participate productively, information needs to be shared accurately and ethically.</li> <li>● Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</li> <li>● Innovative ideas or innovation can lead to career opportunities.</li> </ul>
	<p><i>Performance Expectation/s:</i></p>	<p>-9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). -9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g.,</p>

		<p><b>political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).</b></p> <p><b>- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</b></p> <p><b>-9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</b></p> <p><b>-9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</b></p>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<ul style="list-style-type: none"> <li>● <b>Act as a responsible and contributing community member and employee.</b></li> <li>● <b>Consider the environmental, social and economic impacts of decisions.</b></li> <li>● <b>Demonstrate creativity and innovation.</b></li> <li>● <b>Utilize critical thinking to make sense of problems and persevere in solving them.</b></li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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